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ABSTRACT

Pacific Resources for Education and Learning (PREL) works closely with 10 American-affiliated Pacific entities: (1)American Samoa; (2) the Commonwealth of Northern Mariana Islands; (3) the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, Yap); (4) Guam; (5) Hawaii; (6) the Republic of the Marshall Islands; and (7) the Republic of Palau. This survey raises awareness of the risk factors affecting educators in the Pacific entities served by PREL and provides insight necessary to redress the concerns of students, policymakers and educators around the region. These risk factors might also play a role in teachers' and school administrators' absenteeism, attrition, and stress burnout. In Hawaii, 549 teachers and 127 school administrators completed surveys . The data reveal the extent of these problems and shed some light on possible contributing factors. Absenteeism among teachers is not a problem. More than 24 percent of the teachers reported they might leave their profession within 2 years. Potential leavers are significantly more likely than nonleavers to cite health problems, overload of stress, responsibilities and paperwork, and not enough time as reasons for leaving their jobs. Appendixes contain teacher and administrator questionnaires. (Contains 24 references.) (DFR)

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ED 442 182

RETENTION AND ATTRITION OF PACIFIC SCHOOL TEACHERS AND ADMINISTRATORS (RAPSTA) STUDY

Hawai'i

Research and Development Cadre

November 1999

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RETENTION AND ATTRITION OF PACIFIC SCHOOL TEACHERS AND ADMINISTRATORS (RAPSTA) STUDY

Hawai'i

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Preface

This study represents one step towards solving problems that plague many schools throughout the Pacific: high rates of absenteeism, attrition, and stress/burnout among teachers and school administrators. The data collected in this study reveal the extent of these problems and shed some light on possible contributing factors.

During coming months, R&D Cadre members will present this report to teachers and school administrators in each Pacific entity, soliciting feedback and suggestions that we anticipate will lead to the formulation of specific, entity-based solutions to these concerns.

I. Introduction

The mission of Pacific Resources for Education and Learning (PREL) is to *assist education, government, community agencies, businesses, and labor groups to maintain cultural literacy and improve the quality of life by helping to strengthen educational programs and processes for children, youth, and adults* (Pacific Resources for Education and Learning, 1996).

In order to carry out this mission, PREL has made a commitment to work in close partnership with the ten American-affiliated Pacific entities: American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, Yap), Guam, Hawai'i, the Republic of the Marshall Islands, and the Republic of Palau. As a result of their very different forms of political affiliation with the United States, these ten states are referred to as *entities* in PREL's terminology.

As part of this work, PREL's Research and Development (R&D) Cadre has undertaken several studies in order to describe the educational experiences and opportunities of Pacific Islanders. The R&D Cadre is a group of Pacific educators consisting of one member from each department or ministry of education in the ten entities comprising PREL's service region, and one member representing the National Department of Education, Federated States of Micronesia.

Each entity has formed a local support team of researchers who assist the cadre member in carrying out research studies. The local R&D support teams range in size from five to thirteen members.

One of the studies conducted, *A Study of Risk Factors Among High School Students in the Pacific Region* (Pacific Region Educational Laboratory R&D Cadre, 1995), sparked interest in examining risk factors associated with adults working in Pacific schools. Open-ended questions answered by students participating in the 1995 study indicated that these students were concerned about teacher absenteeism. In entities where no substitute teacher pool is available, students' educational opportunities may be seriously compromised due to high rates of teacher absenteeism.

Frequent teacher absenteeism in the Pacific may have a strong impact on student achievement. For various reasons, such as lack of funds or human resources, substitute-teacher programs are lacking in many entities. Students might come to school, but a teacher might not be available to teach them. Not only does this affect access to educational opportunities and contribute to low student achievement, it could also have an effect on attendance counts, which can adversely affect school funding, thus perpetuating a negative cycle.

Factors related to teacher and school administrator absenteeism have been identified in the research literature. However, research on this topic is lacking for the Pacific region. As a result, the PREL Board of Directors recommended follow-up research detailing risk factors for teachers and school administrators. This recommendation was supported by the R&D Cadre members, who expressed interest in examining these risk factors within their respective entities. In addition, policy makers and program managers in the ten entities have expressed concern about the impact of teacher and administrator absenteeism, as well as attrition and stress/burnout, on student achievement.

In response to these concerns, a study was designed to describe the factors that affect Pacific Island educators and make them "at risk" for absenteeism, attrition, and stress/burnout. Merriam-Webster's Collegiate Dictionary (1997) defines stress as "a physical, chemical, or emotional factor that causes bodily and mental tension." Research indicates that excessive stress might cause illness.

A condition termed "burnout" (DeRobbio, 1995) could also result from difficult and stressful work conditions. Merriam-Webster's Collegiate Dictionary defines this condition as "exhaustion of physical or emotional strength."

This study was guided by the following research questions:

1) What are the risk factors that affect Pacific school teachers and administrators?

2) What risk factors lead to absenteeism, attrition, and stress/burnout?

Issues of particular interest to Hawai'i were high rates of attrition and the relationship between attri-

tion, stress, and burnout among teachers and school administrators. The Hawai'i Department of Education also expressed a specific concern about attrition and stress among its Special Education teachers.

This study was designed to identify risk factors affecting educators in Hawai'i and other Pacific entities served by PREL. As part of the process, a literature review of teacher risk factors was performed and published (Hammond & Onikama, 1997). This review concluded that:

1) Factors associated with teacher absenteeism–such as child care, transportation difficulties, illness, and cultural demands–tend to be immediate obligations or concerns (Scott & Wimbush, 1991).

2) Factors associated with attrition–such as low salaries, poor benefits, and work overload–are chronic or habitual concerns (Wari, 1993).

3) Factors associated with stress/burnout–such as student misbehavior (Holmes & Rahe, 1967; Pelletier, 1977; American Psychiatric Association, 1994); anger, anxiety, or depression (DeRobbio & Iwanicki, 1996); and school reform (Farber & Ascher, 1992)–are daily nuisances.

These risk factors might also play a role in teacher and school administrator absenteeism, attrition, and stress/burnout in the Pacific region with its unique educational, cultural, and geographical contexts. Pacific schools have adopted the American system of education. However, this transplanted system exists parallel to a Pacific orientation and heritage influenced by Polynesian and Micronesian traditional values, cultural events, and environmental circumstances. Some examples include the following, which were taken from a review of the literature and interviews with Pacific educators:

Cultural events. In some island communities, traditional feasts and funerals are important parts of village life. For instance, if a feast falls on a school day, it is likely that the teacher (who may hold a traditional title) will not go to school, but will prepare for the event. Family relationships with their attendant obligations are highly valued and honored among Pacific Islanders and may account for higher absenteeism rates among Pacific educators.

Family and village social roles. In many island communities, family and village relationships provide a social context that may overlook frequent absenteeism. For example, a teacher may be a member of a large and influential family, many of whom may be employed in the public school system. That teacher's absenteeism may, therefore, be overlooked. Although the traditional American ethic views such favoritism as inappropriate, it may be tolerated within the context of many Pacific lifestyles.

Culturally sanctioned time off. Culturally sanctioned time off may be granted to some people in some entities. For example, a condition referred to as "Monday sickness," occurs when male teachers, especially those who are young and single, are absent from school after a weekend of excess. Their absence is tolerated as a social and developmental pattern related to their youth.

Environmental factors. Unique weather patterns such as hurricanes and "super-typhoons" in the Pacific region may have an effect on absenteeism. Typhoon Paka, for example, recently decimated Guam, leaving it without electricity and forcing the closure of schools. In Hawai'i, giant winter swells may close roadways and limit access to schools. Flooding in low-lying islands and atolls can cause many teachers to miss school for one or more days.

The main purpose of this study was to raise awareness of risk factors affecting educators in the Pacific entities and to provide insight necessary to address the concerns of students, policy makers, and educators throughout the region. Hopefully, the results will stimulate interest and follow-up action as it relates to local professional development opportunities for Pacific educators.

Because of the region's remote geographical location and its distance from educator training pro-

grams, as well as the high costs associated with traveling to institutions of higher education, local departments of education must share responsibility for the development of programs or interventions geared towards maintaining the educational work force. Preventing the negative outcomes associated with risk factors can help educators to become more effective while working with their students and thus promote positive student outcomes. The study will also contribute to the fund of knowledge on absenteeism, attrition, and stress/burnout among educators generally, and Pacific educators specifically, thereby contributing to cross-cultural theory building. This, in turn, may assist the development of models and tools for promoting retention and reducing attrition and stress/burnout among educators in the Pacific and elsewhere.

II. Methods

The *Retention and Attrition of Pacific School Teachers and Administrators* (RAPSTA) study was conducted in ten American-affiliated Pacific entities during the spring of 1997. It was designed and conducted by PREL's R&D Cadre and its members' local support teams. PREL staff provided technical assistance.

R&D Cadre members participated in three PREL-sponsored seminars in which they designed the study, developed data collection instruments, and analyzed the data. Cadre members then shared the collected information with their local R&D support teams.

Subjects

The unit of analysis for the RAPSTA study is the elementary and secondary-level teacher and school administrator. In Hawai'i, 1,252 teacher surveys and 256 school administrator surveys were distributed. Five-hundred and forty-nine completed teacher surveys were returned, resulting in a 43.8 percent response rate, and 127 school administrator surveys were completed and returned, yielding a 49.6 percent response rate.

A random sample of 428 teachers was selected from the teacher respondents to reflect the 1996-1997 distribution of elementary, secondary, and Special Education teachers in the Hawai'i public schools. Tables 1 and 2 summarize demographic characteristics of this teacher sample and all of the original school administrator respondents.

Table 1

Characteristics of RAPSTA Teacher Sample from Hawai'i

Demographic Characteristics		Number	Percentage*
Gender	Female	333	77.8
	Male	82	19.2
	No Response	13	3.0
	TOTAL	**428**	**100.0**
Ethnicity	Chinese	19	4.4
	Filipino	20	4.7
	Hawaiian	8	1.9
	Part Hawaiian	36	8.4
	Japanese	155	36.2
	Caucasian	103	24.1
	Mixed	44	10.3
	Other	34	7.9
	No Response	9	2.1
	TOTAL	**428**	**100.0**
Age	20-29	81	18.9
	30-39	91	21.3
	40-49	135	31.5
	50+	117	27.3
	No Response	4	0.9
	TOTAL	**428**	**100.0**
Marital Status	Never Married	112	26.2
	Married	258	60.3
	Separated	5	1.2
	Divorced	31	7.2
	Widowed	8	1.9
	No Response	14	3.3
	TOTAL	**428**	**100.0**
Education	HS Graduate	0	0.0
	Associate Degree	2	0.5
	Bachelor's Degree	189	44.2
	Master's Degree	118	27.6
	Other	112	26.2
	No Response	7	1.6
	TOTAL	**428**	**100.0**
Experience	1 - 4 Years	100	23.4
	5 - 10 Years	116	27.1
	11 - 14 Years	54	12.6
	15 - 20 Years	42	9.8
	20+ Years	111	25.9
	No Response	5	1.2
	TOTAL	**428**	**100.0**
Salary	< 25,000	15	3.5
	25,000 - 29,999	112	26.2
	30,000 - 34,999	93	21.7
	35,000 - 39,999	63	14.7
	40,000 - 44,999	40	9.3
	45,000+	60	14.0
	No Response	45	10.5
	TOTAL	**428**	**100.0**

* Percentages might not sum to exactly 100 due to rounding.

The majority of teachers are married females, 40 years of age or older, of Japanese (36.2%) or Caucasian (24.1%) ethnicity, with a bachelor's (44.2%) degree and 10 years or less of teaching experience.

Table 2

Characteristics of RAPSTA School Administrator Sample from Hawai'i

Demographic Characteristics		Number	Percentage*
Gender	Female	84	66.1
	Male	38	29.9
	No Response	5	3.9
	TOTAL	**127**	**100.0**
Ethnicity	Chinese	11	8.7
	Filipino	5	3.9
	Hawaiian	5	3.9
	Part Hawaiian	11	8.7
	Japanese	56	44.1
	Caucasian	17	13.4
	Mixed	7	5.5
	Other	7	5.5
	No Response	8	6.3
	TOTAL	**127**	**100.0**
Age	>35	3	2.4
	35-39	3	2.4
	40-44	7	5.5
	45-49	39	30.7
	50-54	52	40.9
	55-59	19	15.0
	60-64	3	2.4
	65+	1	0.8
	No Response	0	0.0
	TOTAL	**127**	**100.0**
Marital Status	Never Married	21	16.5
	Married	85	66.9
	Separated	3	2.4
	Divorced	15	11.8
	Widowed	2	1.6
	No Response	1	0.8
	TOTAL	**127**	**100.0**
Education	HS Graduate	0	0.0
	Associate Degree	0	0.0
	Bachelor's Degree	8	6.3
	Master's Degree	104	81.9
	Other	15	11.8
	No Response	0	0.0
	TOTAL	**127**	**100.0**
Experience	>10 Years	5	3.9
	10 - 15 Years	7	5.5
	16 - 20 Years	14	11.0
	21 - 25 Years	38	29.9
	26 - 30 Years	31	24.4
	31 - 35 Years	22	17.3
	36 - 40 Years	6	4.7
	41+ Years	4	3.1
	No Response	0	0.0
	TOTAL	**127**	**100.0**
Salary	< 45,000	1	0.8
	45,000 - 49,999	12	9.4
	50,000 - 54,999	33	26.0
	55,000 - 59,000	27	21.3
	60,000 - 64,999	28	22.0
	65,000 - 69,999	14	11.0
	70,000+	6	4.7
	No Response	6	4.7
	TOTAL	**127**	**100.0**

* Percentages might not sum to exactly 100 due to rounding.

Most school administrators are married Japanese (44.1%) or Caucasian (13.4%) females between 45 and 59 years of age, with a master's degree (81.9%) and more than 20 years of experience.

Sampling

The original sample from which this study's subsample was selected was generated by the Hawai'i Department of Education (DOE). A computer-generated random sample of all DOE teachers included 20 percent of all Special Education teachers, 10 percent of elementary teachers, and 10 percent of secondary teachers. The Hawai'i DOE personnel office was originally interested in data on teacher absenteeism, attrition, stress, and burnout among its Special Education teacher population, as compared to the general education teacher population. Therefore, a deliberate over-selection of Special Education teachers was included in the sample. Results of comparisons between regular and Special Education teachers on absenteeism, attrition, stress and burnout, and recommendations for improvement were delivered to the Hawai'i Department of Education's Assistant Superintendent for Personnel during Spring 1997.

For the purpose of this study, a subsample of teachers—reflecting the 1996-1997 distribution of elementary, secondary, and Special Education teachers in Hawai'i public schools—was randomly computer-selected from the larger original sample. Thus, results in this report reflect responses from 428 subjects—87 percent regular education and 13 percent Special Education teachers.

All school administrators in Hawai'i public schools were sent questionnaires.

Instrumentation

Two similar data collection instruments were developed, one for teachers and another for school administrators (see Appendices). Each is a five-page survey with three sections: Section 1 consists of 2-1/2 pages of forced-choice and short-answer, self-reported background information as well as absenteeism data for the school year in which the survey was administered. Section 2 is a single-page rating sheet outlining stress/burnout feelings; it was adapted from the Maslach Burnout Inventory–Educators Survey and Human Services Survey (Maslach, Jackson, & Leiter, 1996). Section 3 is also a single-page rating sheet detailing reasons why an educator might quit teaching or working as a school administrator. Individuals did not identify themselves by name, and all responses were kept confidential.

Section 1 - Demographic Characteristics and Absenteeism Data

Section 1 gathered relevant personal information to be used in examining teacher/school administrator retention and attrition. Questions asked about gender, age, ethnicity, marital status, educational attainment, salary, experience, and current teaching load. Additional data on the number of instructional days away from school during the 1996-1997 school year (SY) and the reasons for those absences were collected. For example, participants were asked to write down the number of days they were away from school in SY 1996-1997 for reasons such as funerals, birthdays, storms, heavy rains, or floods.

Section 2 - Stress and Burnout Ratings

The purpose of Section 2, as a means of measuring employee stress/burnout, was to discover how respondents view their jobs and the people with whom they work closely. The Maslach Burnout Inventory (MBI) is recognized as the leading measure of burnout. "It is the best known and most widely used questionnaire for the assessment of individual occupational burnout among human service workers and others whose work involves intense interaction with people" (Offerman, 1986, p. 419). The MBI is a 22-item, self-report inventory of three subscales, which were developed to measure dimensions that the authors felt best defined burnout. These subscales include Low Personal Accomplishment (8 items), Emotional Exhaustion (9 items), and Depersonalization (5 items).

- *Low Personal Accomplishment* results when teachers evaluate themselves negatively, particularly in relation to their work with students (DeRobbio, 1995). Those who report low personal accomplishment may disagree with the statement, "I have accomplished many worthwhile things in teaching" (Maslach, Jackson, & Schwab, 1986, p. 2).

- *Emotional Exhaustion* "is the tired and fatigued feeling that develops as emotional energies are drained. When these feelings become chronic, educators find they can no longer give of themselves to students as they

once could" (Maslach, Jackson, & Leiter, 1996, p. 28). They may agree with the statement, "I feel I'm working too hard on my job" (Maslach & Jackson, 1986, p. 2).

- *Depersonalization* results when educators "no longer have positive feelings about their students" (Maslach, Jackson, & Leiter, 1996, p. 28). They may develop negative or cynical attitudes and feelings about them and may agree with the statement, "I don't really care what happens to some of my students" (Maslach, Jackson, & Schwab, 1986, p. 2).

Respondents rated each of the 22 items in terms of the frequency that these feelings occur, ranging from "never" (0) to "every day" (6).

To make the survey instrument more appropriate to the Pacific region, the MBI Educators Survey (Maslach, Jackson, & Schwab, 1986) and the MBI Human Services Survey (Maslach & Jackson, 1986) were adapted, with permission from the publisher. Seven of the 22 items were modified to clarify vocabulary and idiomatic phrases. Since many of the respondents in the Pacific entities speak English as a second or foreign language, words such as "exhilarated" and "callous," or expressions such as "at the end of my rope" were stated in more understandable terms. These modifications were made by two Pacific-entity educators who are familiar with the English proficiency of teachers in the region. It was determined that these language-clarifying changes would not significantly alter the instrument's technical qualities. The MBI has been validated for use in countries around the world in a number of translations (Maslach, Jackson, & Leiter, 1996, p. 1).

Section 3 - Reasons for Leaving the Profession

The purpose of Section 3 was to understand why teachers and school administrators leave their jobs. Respondents were asked to rate each of 20 plus statements on a four-point Likert-type scale from "strongly disagree" to "strongly agree." For example, teachers rated their level of agreement with two statements: "I might leave my current teaching job for a better teaching position within the next two years" and "I might leave teaching altogether within the next two years." They were also asked to rate their agreement by noting reasons why they might quit teaching. Reasons for leaving the profession, as listed on the survey, were selected because of their prevalence in attrition literature or their perceived importance by educators in the Pacific region. Four additional reasons, relevant to the Hawai'i context were included in the Hawai'i questionnaire, at the request of the Assistant Superintendent for Personnel. These reasons were: class size; too much paper work; not enough time; and threat of law suits.

Procedures

The R&D Cadre members and their local support teams coordinated the survey administration. PREL R&D staff met with Hawai'i DOE personnel to discuss modifying the questionnaire administered to the other nine Pacific entities in order to include items related to specific Hawai'i concerns. Four additional reasons for leaving were included in the Hawai'i RAPSTA teacher and administrator questionnaires.

During May 1997, questionnaires were sent to the school addresses of all school principals and the teachers included in the sample, with an accompanying letter signed by both the Hawai'i Department of Education Superintendent and the PREL Executive Director. This letter explained the purpose of the study, gave assurances of anonymity, and described the procedure for returning questionnaires via an enclosed stamped envelope. Completed forms were submitted to PREL for data entry and analysis.

III. Findings

This section of the report features general findings on absenteeism, attrition, and stress/burnout among teachers and school administrators in Hawai'i. It highlights findings in three areas: (1) reasons for school absences, (2) possible reasons for attrition in the education profession, and (3) comparisons of Potential Leavers and Non-Leavers.

Reasons for School Absences

During the 1996-1997 school year, teachers in Hawai'i were away from work, on average, for a total of 8.96 days. School administrators were away from work, on average, for a total of 24.91 days. Table 3 provides data on reasons why teachers were away from work and frequency of absence. Table 4 provides data on reasons why school administrators were away from work and frequency of absence.

Table 3
Reasons Why Teachers Are Away from School in Hawai'i

Rank	Reason	Average # of Days Away
1	Personal illness	2.30
2	Meetings and workshops	2.19
3	Maternity leave	1.21
4	Other	0.72
5	Family member sick	0.57
6	Family responsibilities	0.29
7	Funerals	0.28
8	Educational leave	0.20
8	Vacation	0.20
9	Stress	0.18
10	Child care	0.15
11	Training leave	0.14
12	Jury duty	0.11
13	Administrative leave	0.07
14	Military training	0.06
14	Weddings	0.06
14	Working conditions	0.06
15	Community responsibilities	0.04
15	Paternity leave	0.04
16	Relationship with co-workers	0.03
17	Storm, heavy rain, flood, etc.	0.02
18	Birthdays	0.01
18	Church activities	0.01
18	Relationship with supervisors	0.01
18	Transportation problem	0.01
19	Lack of instructional materials	0.00
19	Suspension	0.00
	TOTAL	8.96

In Hawai'i, personal illness was the leading cause of teacher absence from school, with an average of 2.30 days away. The next highest reason was meetings and workshops, with an average of 2.19 days.

Table 4
Reasons Why School Administrators Are Away from School in Hawai'i

Rank	Reason	Average # of Days Away
1	Meetings and workshops	15.22
2	Personal illness	4.09
3	Funerals	2.27
4	Administrative leave	0.79
5	Family member sick	0.63
6	Other	0.55
7	Vacation	0.38
8	Training leave	0.19
9	Community responsibilities	0.16
10	Educational leave	0.13
11	Jury duty	0.12
11	Military training	0.12
12	Family responsibilities	0.06
12	Paternity leave	0.06
13	Working conditions	0.04
14	Child care	0.03
14	Relationship with supervisors	0.03
15	Weddings	0.02
16	Birthdays	0.01
16	Transportation problem	0.01
17	Church activities	0.00
17	Lack of instructional materials	0.00
17	Maternity leave	0.00
17	Relationship with co-workers	0.00
17	Storm, heavy rain, flood, etc.	0.00
17	Stress	0.00
17	Suspension	0.00
	TOTAL	24.91

Hawai'i school administrators were most frequently away from school due to meetings and workshops, averaging 15.22 days. This was followed by personal illness, with an average of 4.09 days; and funerals, with an average of 2.27 days.

Reasons for Attrition in the Education Profession

Respondents rated more than 20 reasons for leaving teaching or administration on a four-point Likert-type scale, from "strongly agree" to "strongly disagree." In order to judge the technical significance of correlations between responses on each item, this ordinal scale was collapsed into two categories: "strongly disagree" and "disagree" were counted as DISAGREE; "strongly agree" and

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"agree" were counted as AGREE. Percentage of agreement was then calculated for each reason.

In Hawai'i, 24.1 percent (n=103) of the surveyed teachers agreed that they might leave teaching within the next two years. For purposes of analysis, two categories were created: Potential Leavers and Non-Leavers. Non-Leavers are those who disagreed with the statement, "I might leave teaching within the next two years." Table 5 ranks the reasons teachers gave for leaving teaching, comparing Potential Leavers with Non-Leavers.

are more likely to leave for the following reasons: too much stress, personal health problems, too many responsibilities, too much paper work, and not enough time. They are less likely than Non-Leavers to leave for reasons related to retirement or promotion.

In Hawai'i, 31.5 percent (n=40) of the surveyed school administrators agreed that they might leave educational administration within the next two years. Table 6 ranks the reasons school administrators gave for leaving the school administration field,

Table 5

Reasons for Leaving Teaching in Hawai'i

If I quit teaching, it would be because of . . .	Potential Leavers		Non-Leavers	
	% Agree	Rank	% Agree	Rank
poor working conditions	68.4	6	59.5	8
no support from school administration	58.6	10	61.3	6
no support from central office	60.4	9	60.1	7
too much stress *	82.2	1	72.0	1
poor relationship with parents	29.5	17	32.3	19
students' bad attitudes	66.7	7	56.7	10
my lack of control over school policies	54.2	11	50.8	13
poor benefits	34.1	15	37.9	17
personal health problems **	27.1	20	52.4	12
too many disagreements about how to teach	40.8	14	33.2	18
not enough materials and supplies	50.5	12	41.0	16
low salaries	73.7	5	69.4	2
too many responsibilities *	76.0	4	63.1	3
pressure from community	28.1	19	29.6	20
retirement **	41.4	13	61.7	5
promotion **	28.3	18	44.2	14
poor relationship with other teachers	19.4	21	17.5	21
class size	65.0	8	58.8	9
too much paper work **	76.8	3	56.1	11
not enough time **	79.2	2	62.0	4
threat of lawsuits	33.3	16	42.0	15

* $p < .05$

** $p < .01$

For both Potential Leavers and Non-Leavers, the number one reason for leaving teaching was too much stress. Also included in the top five by both groups were low salaries, too many responsibilities, and not enough time.

For each possible reason for leaving teaching, a statistical test (Chi^2) was performed to find out if the response patterns of Potential Leavers and Non-Leavers are different. Potential Leavers (teachers) and compares Potential Leavers with Non-Leavers. Non-Leavers are those who disagreed with the statement, "I might leave educational administration altogether within the next two years."

For both Potential Leavers and Non-Leavers, the top reasons for leaving administration were too much stress, too many responsibilities, and retirement.

Table 6

Reasons for Leaving Administration in Hawai'i

If I quit being a school administrator, it would be because of ...	Potential Leavers		Non-Leavers	
	% Agree	Rank	% Agree	Rank
poor working conditions	60.5	4	46.1	6
no support from school staff **	13.5	14	43.2	9
no support from central office admin	44.7	9	52.4	5
too much stress	78.4	2	65.0	4
poor relationship with parents	16.2	13	27.2	13
students' bad attitudes	13.5	14	13.8	16
my lack of control over school policies	48.6	7	45.0	8
poor benefits	25.0	11	21.0	14
personal health problems	51.4	6	66.3	3
too many disagreements about how to run my school	32.4	10	29.6	12
not enough materials and supplies	18.9	12	13.8	16
low salaries	59.5	5	45.1	7
too many responsibilities *	89.2	1	68.8	2
pressure from the community	25.0	11	35.4	10
retirement	76.3	3	76.8	1
promotion *	46.0	8	66.3	3
poor relationship with teachers *	10.8	15	32.1	11
poor relationship with staff **	5.4	17	29.6	12
political reasons	7.9	16	19.5	15

* $p < .05$

** $p < .01$

There are many reasons why Potential Leavers might leave school administration (see rankings in Table 6). For each possible reason for leaving, a statistical test (Chi^2) was performed to determine if response patterns of Potential Leavers and Non-Leavers are different. Compared to their Non-Leaving peers, Potential Leavers (among school administrators) are more likely to leave their profession because of lack of support from school staff, too many responsibilities, and poor relationships with staff. They are less likely than Non-Leavers to cite promotion or poor relationships with teachers as reasons for leaving.

Comparison of Potential Leavers and Non-Leavers

The relationship between stress, burnout, and reported desire to leave education was examined in order to provide assistance to program managers and staff developers who work to improve school climate.

1. A *high degree of burnout* is reflected in high scores on the Emotional Exhaustion and Depersonalization subscales, and in low scores on the Personal Accomplishment subscale.
2. A *medium degree of burnout* is reflected in moderate scores on the three subscales.
3. A *low degree of burnout* is reflected in low scores on the Emotional Exhaustion and Depersonalization subscales, and in high scores on the Personal Accomplishment subscale.

Table 7 reflects a comparison of scores from the norm sample with mean scores for all Hawai'i teacher and school administrator respondents. Both groups express a higher sense of personal accomplishment than the norm sample. In addition, they are somewhat more emotionally exhausted, with teachers more exhausted than administrators. Both groups report less feelings of depersonalization than the norm group. On the contrary, they report a higher degree of engagement with work than educators included in the norm sample.

Table 7

MBI Subscale Scores for Hawai'i Teachers and School Administrators Compared to the Norm Sample

MBI Subscale	Sample Size*	Mean Score
Personal Accomplishment (PA)		
Hawaii Teachers	414	38.4
Hawaii School Administrators	124	37.8
Norm Sample	4,163	33.5
Emotional Exhaustion (EE)		
Hawaii Teachers	417	23.5
Hawaii School Administrators	125	21.9
Norm Sample	4,163	21.3
Depersonalization (DP)		
Hawaii Teachers	419	6.4
Hawaii School Administrators	126	7.3
Norm Sample	4,163	11.0

*Sample sizes vary due to non-responses.

In order to analyze how Potential Leavers compare to Non-Leavers on the MBI subscales, scores were classified as High, Moderate, or Low. To make interpretation easier, the suggested cut-off scores used by MBI authors to classify low and high Personal Accomplishment were reversed. That is, a high score in this report means a high sense of personal accomplishment. According to the authors (Maslach, Jackson, & Leiter, 1996), personal accomplishment is a reverse scale, which means high scores denote a high lack of personal accomplishment. We found this to be confusing, and thus, made these changes for our reporting purposes. The following cut-off scores were used:

Table 8

Cut-off Scores for MBI Subscale Categories

MBI Subscale	High	Moderate	Low
Personal Accomplishment	≥ 37	31-36	≤ 30
Emotional Exhaustion	≥ 27	17-26	≤ 16
Depersonalization	≥ 14	9-13	≤ 8

Figures 1-6 display differences between Potential Leavers and Non-Leavers among teachers (Figures 1-3) and school administrators (Figures 4-6) on the three MBI subscales. For both teachers and school administrators, the patterns are the same. Those who may leave are less likely to feel a high sense of personal accomplishment, are more emotionally exhausted, and feel more depersonalized than those who plan to stay. Both teachers and school administrators who plan to leave appear to experience more occupational burnout than their non-leaving peers.

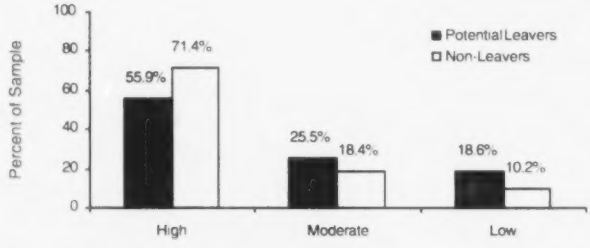

Figure 1. **Personal accomplishment among teachers in Hawai'i**

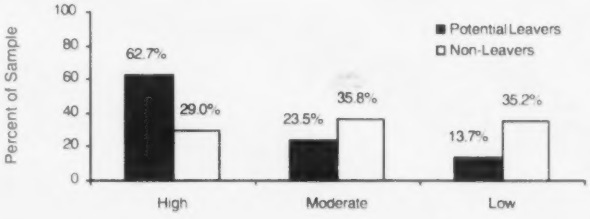

Figure 2. **Emotional exhaustion among teachers in Hawai'i**

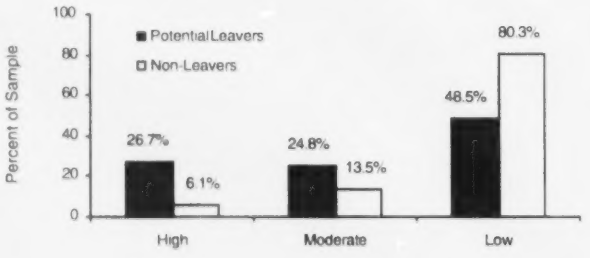

Figure 3. **Depersonalization among teachers in Hawai'i**

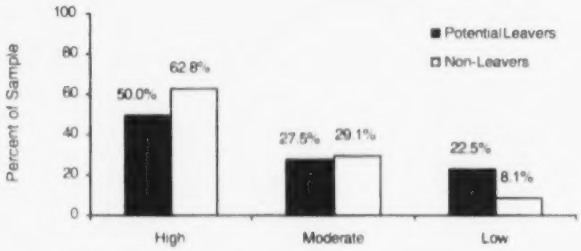

Figure 4. **Personal accomplishment among school administrators in Hawai'i**

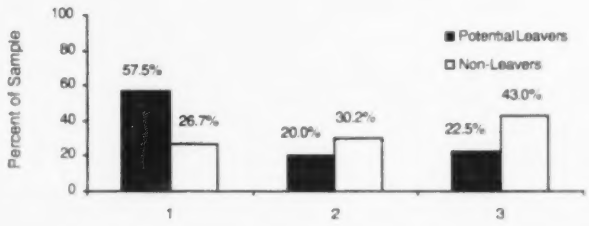

Figure 5. **Emotional exhaustion among school administrators in Hawai'i**

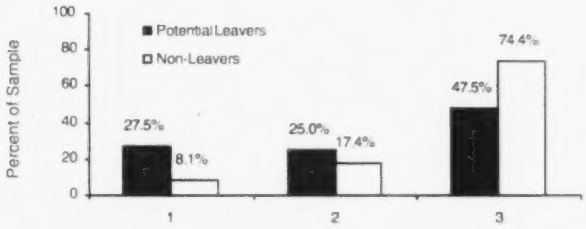

Figure 6. **Depersonalization among school administrators in Hawai'i**

IV. Discussion

Absenteeism

It appears that absenteeism among teachers in Hawai'i is not a problem. Results of the RAPSTA studies indicate that, across all entities in the Pacific region, the average number of days away from school during school year 1996-97 was 11, with a range from 5 to 22. Hawai'i's average for days absent was 8.96, lower than the regional average, and slightly higher than the U.S. national teacher average of 7 sick and personal leave days per year (Freeman & Grant, 1987).

Personal illness and meetings and workshops were cited as the leading causes that keep teachers in Hawai'i away from school. Immediate obligations or concerns, such as illness, are cited in the research literature as reasons for absenteeism (Scott & Wimbush, 1991). The allotted two days per year to attend meetings and workshops seems quite reasonable; one of the days could have been for the yearly Teachers' Institute. Additional days for professional development during the school year are usual.

School administrators, however, appear to be away from school for a significant number of days. Their yearly average number of days absent was 24.91, with meetings and workshops responsible for more than 60 percent of this time away from school. School administrators also reported more time away (4.09 days) due to personal illness than did teachers (2.30 days).

Attrition

More than 24 percent of surveyed Hawai'i teachers reported that they might leave their profession within two years. Potential Leavers are significantly more likely than Non-Leavers to cite too much stress, personal health problems, too many responsibilities, too much paperwork, and not enough time as reasons for leaving their jobs.

Problems associated with teacher attrition are common throughout the United States, with one out of every five full-time teachers leaving the teaching profession to pursue a career outside the field of education (National Center for Education Statistics, 1998). In Hawai'i, the issue of attrition is even more pronounced. Geographical isolation hinders recruitment, and limited resources restrict institutions of higher education from preparing sufficient numbers of teachers for schools in Hawai'i. Unfortunately, teachers recruited from the continental U.S. leave jobs in Hawai'i at a higher rate than those who are trained locally. "If you train them here, they will stay" (Kua, 1999). Further analysis of the Hawai'i RAPSTA teacher data indicate that U.S. Mainland teachers who are recruited to teach in Hawai'i are more likely to report more days away from school and higher levels of workplace stress than their Pacific-trained peers (Brown and Uehara, 1999).

Given the challenges of geography and the limited availability of locally prepared teachers in Hawai'i, retaining trained teachers is of critical importance. Preventing teacher attrition is an educational and economic necessity.

Approximately 32 percent of Hawai'i school administrators surveyed reported that they might leave their profession within two years. Many reasons for leaving were cited, but Potential Leavers are more likely to leave due lack of support and poor relationships with schools staff as well as too many responsibilities.

Recruitment of school administrators in Hawai'i is as challenging as teacher recruitment: Current DOE Board of Education policy states that only educators with Hawai'i teaching experience and who have been through a Hawai'i-based administrators' training program can be recruited for school administration positions. Thus, the depleted teacher ranks are further diminished when teachers leave their profession to fill the needs created when school administrators leave their positions.

Burnout

Teachers in Hawai'i, in general, experience less burnout than their counterparts on the U.S. Mainland. They exhibit a higher sense of personal accomplishment than both school administrators and the norm sample. In addition, they have low levels of depersonalization. They do, however, exhibit higher degrees of emotional exhaustion. This is borne out in the results of reasons for leaving: among all teachers sampled, too much stress was cited as the primary reason that might cause teachers to leave their job.

Stress is one of the main reasons why teachers leave their jobs; unfortunately, our schools often cannot find sufficient replacements and therefore face severe teacher shortages. Teachers who reported that they might leave teaching also reported higher stress and teacher burnout levels than their non-leaving peers. This is especially true among teachers from the U.S. Mainland who are working far away from home. These potential leavers displayed more emotional exhaustion, greater feelings of depersonalization, and less personal accomplishment in their jobs. The extremely high attrition rate among Hawai'i's teachers might be related to this occupational burnout.

These findings are corroborated by research of Kyriacou and Sutcliffe (1979) who acknowledge that the intention to leave teaching is associated with teacher stress. Unfortunately, high teacher turnover has a negative effect on student achievement (Walberg, 1974).

In the multicultural Pacific region, contact between cultures might contribute to teacher stress. For teachers who move into unfamiliar cultures, acculturative stress may cause lowered mental health (e.g., confusion, anxiety, depression) and feelings of alienation; those who feel marginalized can become highly stressed (Berry, 1990). Teachers from very different cultures may neither understand nor appreciate the cultural differences of the communities in which they are placed. "Even experienced teachers embark[ing] on assignments in new cities...can be sorely tested. The so-called reality shock exacts a terrible toll on teacher morale, school district recruitment, and most important, student achievement" (Recruiting New Teachers, Inc., 1999). Since novice teachers are often reluctant to ask for help, they may be afraid to let anyone know that they are having problems in the classroom. This can then lead to additional stress, which can eventually lead to high absenteeism and attrition. Those who are recruited and relocated thousands of miles away from family and friends may have inadequate social networks to provide social support, which is critical for worker health.

On the other hand, school administrators in

Hawai'i, in general, do not exhibit any aspects of burnout. Like teachers, they display higher levels of personal accomplishment and feel less depersonalized than their U.S. Mainland counterparts.

Those school administrators who plan to leave within the next two years, however, experience more burnout than those who plan to stay. These Potential Leavers experience a lower sense of personal accomplishment, are more emotionally exhausted, and feel depersonalized. They appear to experience all aspects of burnout.

V. Limitations

Instrumentation

All data collected in this study came from self-report questionnaires. This method of data collection was selected because of its perceived advantages for large-scale research. Those advantages include:

- Questionnaires are relatively easy and inexpensive to administer
- Questionnaires can be designed to ensure anonymity
- Respondents answer at their own pace
- Questions are standardized

However, self-report questionnaires also have limitations—responses may not always be truthful or accurate. Some respondents might make careless errors, such as checking the wrong box or writing the incorrect number. They might purposely answer questions with incorrect information because they want to give a favorable impression or avoid potentially embarrassing admissions. Or, they might misinterpret questions and respond inaccurately.

The R&D Cadre pilot-tested the questionnaires in order to improve wording so that respondents might better interpret the meanings of questions. Additionally, directions for completing the questionnaires and administration procedures were purposefully designed to ensure anonymity. However, even with these precautions, hindsight tells us that specific changes might have improved the validity of responses. In particular, the following limitations are noted:

1. Items that required respondents to check boxes on the right were somewhat confusing. The items should have been transposed so that the boxes were on the left.
2. Questions measuring attrition could have been phrased with greater clarity. Rather than asking if the respondents *might* leave and reasons that *might* cause them to leave, perhaps asking whether or not they were *going to* leave and *why* would have provided more definitive information.
3. Survey directions could have clearly told respondents to exclude official school vacations from responses to questions regarding the number of days away.
4. In order to assure respondents of anonymity and foster truthfulness in responses, surveys did not ask for individuals' names. However, they did request the names of schools. In entities where there are few schools and a limited number of teachers (e.g., one per grade level), this may not have been sufficient to guarantee anonymity, and consequently honesty, in response.

Analysis

Non-responses to items on the questionnaires could limit the validity of some results. For example, in order to analyze differences between teachers who are Potential Leavers and Non-Leavers, only those who responded to the question "I might leave teaching within the next two years" and each of the reasons for leaving could be included in the analyses (cross-tabulations). In some instances, large portions of the sample did not respond to either the "I might leave" question or one of the reasons.

Therefore, conclusions based on such results may only be generalized on the basis of those who were willing to respond. There may be systematic differences between respondents and non-respondents. For example, if non-respondents were more

likely to experience depersonalization at work and, therefore, did not care to respond to all items, then conclusions based on results in which they did not participate would under-identify this risk factor in the population.

Although standardized group administration practices included requests to respond to all items, these requests were not sufficient. Moreover, standardized administration was not always possible.

Non-responses on the Maslach Burnout Inventory were also a problem. In order to calculate each subscale score, all items that contributed to that subscale must have been answered. If a respondent left one item out, the subscale in which that item was included could not be computed. Therefore, the extent of burnout may be underrepresented.

VI. Recommendations

The recommendations provided in this section of the report are based on general findings concerned with absenteeism, attrition, and stress/burnout among teachers and school administrators in Hawai'i. Findings in three areas are highlighted: (1) reasons for absences, (2) possible reasons for attrition in the education profession, and (3) comparison of Potential Leavers and Non-Leavers.

Recommendations Regarding Findings on Absenteeism

Absenteeism among teachers in Hawai'i does not appear to be a problem. Teachers were away from work for an average of 8.96 days, lower than the regional average, and slightly higher than that of the U.S.

Absenteeism among school administrators, on the other hand, could be cause for concern. Their average of approximately 25 days away from school during SY 1996-97 is more than 12 percent of their 194 on-duty days at school. Although 60 percent of their time away was due to work-related activities—attending workshops and meetings, learning skills relevant for their positions, and focusing on communication and collaboration with other school administrators—this precious time away may detract from efforts to effectively lead, assuming that the primary role of a school administrator is to be an instructional leader for the school. Current standards-based school reform initiatives, which are currently in Hawai'i's forefront, may require principals to spend more time working with school staff in aligning curriculum, instruction, and assessment with Hawai'i Content and Performance Standards.

Recommendations Regarding Findings on Attrition

Nearly one quarter of Hawai'i's surveyed teachers indicated that they might leave their profession within two years. An even greater percentage of school administrators may also leave. Recruitment difficulties due to geography and limited access to higher education opportunities in the Pacific region make the retention of teachers and school administrators a critical concern.

To contribute to staff stability, a pro-active program that will reduce the attrition rate of teachers and school administrators should be designed and implemented by the public school system. Staff stability, in turn, could contribute to better student performance and achievement.

For new teachers, among whom attrition is traditionally highest, an induction program that includes various forms of support and assistance is recommended. It should provide guidance, training, and growth opportunities as well as information about cross-cultural interaction.

In districts where induction programs already exist, provisions to guide and prepare teachers for the stresses associated with relocation and cultural adjustment should be included. Perhaps teacher induction programs should follow models of the cross-cultural communication training that is usually provided to foreign students and workers prior to emigration (Brislin, Cushner, Cherrie, & Yong, 1986). Teacher induction programs could include training activities that highlight cross-cultural awareness, such as intercultural communication, cross-cultural adjustment, culture learning, and unfamiliar socialization practices (Paige, 1990).

In addition, for teachers employed far away from home and family, opportunities for group interaction can offer much-needed assistance. A network of social groups can support teachers in coping with acculturation. These groups can be both social and professional. "Strong support systems for novice teachers can mean the difference between staying in or leaving the teaching profession entirely" (Recruiting New Teachers, Inc., 1999).

Recommendations Regarding Findings on Stress/Burnout

Although burnout is not a problem for teachers and school administrators who choose to remain in education, those teachers and school administrators who may leave within the next two years experience a lower sense of personal accomplishment, are more emotionally exhausted, and feel more depersonalized. For those who plan to leave, occupational burnout appears to be a problem. It is therefore recommended that, in order to retain these educators, the public school system develop a comprehensive program to reduce stress and burnout. This might improve the attendance and well-being of those who work most closely with students.

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Appendices

Appendix A: RAPSTA Teacher Questionnaire

Appendix B: RAPSTA School Administrator Questionnaire

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Appendix A

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) Study

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Teacher Questionnaire

Created by the

Research and Development Cadre

American Samoa Department of Education
Commonwealth of the Northern Mariana Islands Public School System
Federated States of Micronesia National Department of Education
Guam Department of Education
Chuuk State Department of Education
Hawai'i State Department of Education
Kosrae State Department of Education
Pohnpei State Department of Education
Yap State Department of Education
Republic of the Marshall Islands Ministry of Education
Republic of Palau Ministry of Education
with the assistance of
Pacific Resources for Education and Learning

PREL

April 1997

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) Study
Teacher Questionnaire

SECTION 1

The purpose of this section is to understand what factors cause teachers to be away from school. All responses will be kept anonymous. Please complete this section by filling in the requested information. Please print your responses and check (✔) boxes (☐) as appropriate. Remember, DO NOT PUT YOUR NAME ON THIS QUESTIONNAIRE. It is important that all responses be anonymous.

School: _____ **Date**: _____

Location: Am. Samoa ☐ Guam ☐ CNMI ☐ Hawaii ☐ RMI ☐
Pohnpei ☐ Chuuk ☐ Kosrae ☐ Yap ☐ Palau ☐

Gender: M ☐ F ☐ **Place of birth:** _____
(Entity or State or Country)

Ethnic heritage: _____
(Ethnicity of Parents)

Age:
15-19 ☐ 20-24 ☐ 25-29 ☐ 30-34 ☐ 35-39 ☐ 40-44 ☐
45-49 ☐ 50-54 ☐ 55-59 ☐ 60-64 ☐ 65 + ☐

Current marital status:
Never Married ☐ Married ☐ Separated ☐ Divorced ☐ Widowed ☐

Highest level of education attained:
High School Graduate ☐ Associate Degree ☐ Bachelor Degree ☐
Master Degree ☐ Other (specify) ☐

Major field of study: _____
(Examples: Elementary Education, Math, Science, Agriculture, etc.)

Current annual salary: $_____(per year)

Years of teaching experience:
1 - 4 ☐ 5 - 10 ☐ 11 - 14 ☐ 15 - 20 ☐ 21 or more ☐

What grades do you currently teach? (check all that apply) —
How many students do you teach? (put in number per grade level) —

K	1	2	3	4	5	6	7	8	9	10	11	12

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For elementary teachers who teach in self-contained settings, please check the subject areas you are currently teaching.

✔	**Subject areas you teach (put a ✔ in column on left)**	✔	**Subject areas you teach (put a ✔ in column on left)**
	Language Arts/English		Art
	Language Arts/Vernacular		Music
	Math		Health
	Science		Physical Education
	Social Studies		Guidance
	Other (specify)		Other (specify)

For secondary teachers who teach in departmentalized settings, please check the subject area(s) and number of class periods you are currently teaching.

	Number of class periods you teach (put a ✔ in the appropriate columns)						
Subject area(s) you teach	1	2	3	4	5	6	7
Language Arts/English							
Language Arts/Vernacular							
Math							
Science							
Social Studies							
Vocational Education (specify)							
Business Education							
Computers							
Art							
Music							
Physical Education							
Other (specify)							

If you have had jobs other than teaching, please list them below.

Previous employment other than teaching	Number of years

Total number of instructional days you were away from school this year (SY '96 - '97):

None ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 20 + ☐

Write the number of days you were away from school in SY '96 -'97 for the reasons listed below.

Reason	Number of Days	Reason	Number of Days
funerals		working conditions	
birthdays		relationship with co-workers	
child care		stress	
transportation problem		meetings and workshops	
personal illness		administrative leave	
family member sick		educational leave	
family responsibilities (errands)		training leave	
community responsibilities		church activities	
storm, heavy rain or flood		maternity leave	
vacation		paternity leave	
lack of instructional materials		suspension	
relationship with supervisor		jury duty	
wedding		military training	
other (specify)		other (specify)	

SECTION 2

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SECTION 3

The purpose of this section is to understand what makes teachers leave their jobs. Below are listed statements made about quitting a teaching job. Place a check (✔) in the column next to each statement that best reflects how much *you agree or disagree* with the statement. Please respond to all statements.

MAKE ONE ✔ MARK ON EACH LINE.

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
I might leave my current teaching job for a better teaching position within the next two years.				
I might leave teaching all together within the next two years.				
If I quit teaching, it would be because of . . .				
poor working conditions.				
no support from school administration.				
no support from central office administration.				
too much stress.				
poor relationships with parents.				
students' bad attitudes.				
my lack of control over school policies.				
poor benefits (health insurance, retirement, etc.).				
personal health problems.				
too many disagreements about how to teach.				
not enough school materials and supplies.				
low salaries.				
too many responsibilities.				
pressure from the community.				
retirement.				
promotion.				
poor relationship with other teachers.				

Thank you for your assistance. Please return this questionnaire to the large envelope which has been placed on one of the desks in the room.

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Appendix B

Retention and Attrition of
Pacific School Teachers and Administrators
(RAPSTA) Study

School Administrator Questionnaire

Created by the

Research and Development Cadre

American Samoa Department of Education
Commonwealth of the Northern Mariana Islands Public School System
Federated States of Micronesia National Department of Education
Guam Department of Education
Chuuk State Department of Education
Hawai'i State Department of Education
Kosrae State Department of Education
Pohnpei State Department of Education
Yap State Department of Education
Republic of the Marshall Islands Ministry of Education
Republic of Palau Ministry of Education
with the assistance of
Pacific Resources for Education and Learning

April 1997

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) Study
School Administrator Questionnaire

SECTION 1

The purpose of this section is to understand what factors cause school administrators to be away from school. All responses will be kept anonymous. Please complete this section by filling in the requested information. Please print your responses and check (✔) boxes (☐) as appropriate. Remember, DO NOT PUT YOUR NAME ON THIS QUESTIONAIRE. It is important that all responses be anonymous.

Date: _____

Location: Am. Samoa ☐ Guam ☐ CNMI ☐ Hawaii ☐ RMI ☐
Pohnpei ☐ Chuuk ☐ Kosrae ☐ Yap ☐ Palau ☐

Gender: M ☐ F ☐ **Place of birth:** _____
(Entity or State or Country)

Ethnic heritage: _____
(Ethnicity of Parents)

Age:
15-19 ☐ 20-24 ☐ 25-29 ☐ 30-34 ☐ 35-39 ☐ 40-44 ☐
45-49 ☐ 50-54 ☐ 55-59 ☐ 60-64 ☐ 65 + ☐

Current marital status:
Never Married ☐ Married ☐ Separated ☐ Divorced ☐ Widowed ☐

Highest level of education attained:
High School Graduate ☐ Associate Degree ☐ Bachelor Degree ☐
Master Degree ☐ Other (specify) ☐

Major field(s) of study: _____
(Examples: School Administration, Curriculum & Instruction, Elementary Education, Math, etc.)

Current annual salary: $_____(per year)

Total school enrollment: _____

Students enrolled by grade:
What is the student enrollment at your school by grade?

K	1	2	3	4	5	6	7	8	9	10	11	12

Your current position:
principal ☐ vice-principal ☐ head teacher ☐
teaching principal ☐ teaching vice-principal ☐

In the space below, please describe your training in school administration.

Please indicate the number of years of teaching and administrative experience you have had.

	Number of years by level		
	Elem./Int. (K-8)	**High Sch. (9-12)**	**College**
teacher			
head teacher			
teaching department head			
teaching vice-principal			
vice-principal			
teaching principal			
principal			

If you are a teaching principal/teaching vice-principal, please check the subject area(s) and number of class periods you are currently teaching.

	Number of class periods you teach (put a ✔ in the appropriate columns)						
Subject area(s) you teach	1	2	3	4	5	6	7
Language Arts/English							
Language Arts/Vernacular							
Math							
Science							
Social Studies							
Vocational Education (specify)							
Business Education							
Computers							
Art							
Music							
Physical Education							
Other (specify)							

If you have had jobs other than teaching and/or school administration, please list them below.

Previous employment other than teaching or school administration	Number of years

Total number of days you were away from school in SY '96 -'97:

None ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 20 + ☐

Write the number of days you were away from school in SY '96 -'97 for the reasons listed below.

Reason	Number of Days	Reason	Number of Days
funerals		working conditions	
birthdays		relationship with co-workers	
child care		stress	
transportation problem		meetings and workshops	
personal illness		administrative leave	
family member sick		educational leave	
family responsibilities (errands)		training leave	
community responsibilities		church activities	
storm, heavy rain or flood		maternity leave	
vacation		paternity leave	
lack of instructional materials		suspension	
relationship with supervisor		jury duty	
wedding		military training	
other (specify)		other (specify)	

SECTION 2

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SECTION 3

The purpose of this section is to understand what makes school administrators leave their jobs. Below are listed statements made about quitting a school administrator's job. Place a check (✔) in the column next to each statement that best reflects how much *you agree or disagree* with the statement.

MAKE ONE ✔ MARK ON EACH LINE.

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
I might leave my current school administrator position for a better school administrator position within the next two years.				
I might leave my current school administrator position for a better central office administrator position within the next two years.				
I might leave educational administration all together within the next two years.				
If I quit being a school administrator, it would be because of . . .				
poor working conditions.				
no support from school staff.				
no support from central office administration.				
too much stress.				
poor relationships with parents.				
students' bad attitudes.				
my lack of control over school policies.				
poor benefits (health insurance, retirement, etc.).				
personal health problems.				
too many disagreements about how to run my school.				
not enough school materials and supplies.				
low salaries.				
too many responsibilities.				
pressure from the community.				
retirement.				
promotion.				
poor relationship with teachers.				
poor relationship with staff.				
political reasons.				

Thank you for your assistance. Please return this questionnaire to the large envelope which has been placed on one of the desks in the room.

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